

The developmental stages of writing in the early years

Beginning writers are learning that writing is a means of communication and are curious about print. They are able to differentiate between writing and drawing and experiment with marks, often using drawing to contextualise their writing. They are able to assign messages to texts they have dictated or recorded using a combination of known letters and letter-like symbols. They are learning about directionality and spatial concepts.

Emergent writers are learning that thoughts and information can be recorded and that written symbols convey a constant message. They compose and record simple texts about personally significant topics for their own purposes and audiences. They often use drawing to support and enhance their writing. While writing they use conventional letters, groups of letters and various forms of punctuation to communicate their message. They rely heavily on the most obvious sounds in words when writing, have established an understanding of directionality and leave spaces between their words.

Early writers are able to draw on an increasing knowledge of print concepts and conventions. They begin to experiment with a range of text types and language structures as modelled for them. Early writers begin to consciously plan and revise their writing as they talk with others and check written work by reading aloud. They are developing an increasing awareness of audience and purpose when writing. They have a base vocabulary of high frequency words and demonstrate a range of strategies when attempting to spell unfamiliar words. They attempt to represent all substantial sounds in a word and are beginning to use conventional letter patterns.

* Need a range of samples/other supporting evidence

HO DS34.1b

Fluent writers experiment with and use an increasing range of text types previously introduced to them. They are able to persevere as writers and produce extended, connected text types with episodes and events presented in a logical and chronological sequence. They adapt their writing to suit their audience and range of purposes for writing. Fluent writers reflect on their own writing. They use conventional punctuation and an extended vocabulary of high frequency and high interest words when writing. They use a range of visual, phonetic and morphemic strategies to spell unfamiliar words.

Fluent-developing writers strengthen writing skills, develop knowledge of text types and build upon understandings of the aspects of writing. They construct more complex texts, increasing the time on task. Fluent-developing writers use an increasing knowledge of organisational structures and features of a broadening range of text types to help convey their message. Components of writing such as some frequently used words, high interest words, and some common letter clusters, become automatic. They build upon and discuss a range of visual, phonetic and morphemic strategies to spell unfamiliar words. Sharing writing experiences and strategies helps develop a language to talk about writing and provides the opportunity to reflect upon their learning.

Fluent-extending writers write for an increasing range of purposes and adapt writing to suit a widening range of audiences. Fluent-extending writers construct more complex texts with several main ideas linked and sequenced to convey a message to a particular audience. Fluent-extending writers develop detail in texts and are increasingly deliberate in selecting words and phrases from an extending vocabulary to communicate a message in a clearer way. They draw upon knowledge of organisational structures and features from a variety of texts modelled when planning, composing, recording, revising and publishing texts to meet the needs of an identified audience. They spell most frequently used words and confidently use a range of visual, phonetic and morphemic strategies to make plausible attempts to spell unfamiliar words.

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